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ABSTRACT

The North Dakota State Board of Higher Education conducted its second annual survey of candidates for the North Dakota Scholars Program in the summer of 1988. Students scoring in the top 5% nationally on the ACT test and ranking in the top 20% of their high school classes are eligible for the scholarship. The following four areas of concern have major policy implications (with the first three similar to those discussed in 1987 and the fourth coming from comparing the 2 years' data): (1) financial aid (finding enough money to attend college is still a primary concern for students); (2) quality of education (the quality of schools is becoming the top concern of all students); (3) the future lies outside North Dakota (only 35% of students want to stay in North Dakota, and only 16% think they will); and (4) the University of North Dakota (UND) and Minnesota attract more students (10% more students opted to attend UND or a Minnesota school than last year). This year's students showed strong support for adding more programs at the colleges, especially in foreign languages and music. They were also very vocal about lack of academic scholarships. Closing college campuses was less of an issue than last year. Three appendices include a list of institutions respondents will attend, unedited comments from survey respondents, and a copy of the survey form. (SM)

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What Top New Students are Thinking

	YES	NO
More scholarships	☑	☐
Reputable college	☑	☐
Live in North Dakota	☐	☑

A SURVEY OF THE 1988 NORTH DAKOTA SCHOLARS PROGRAM CANDIDATES

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TABLE OF CONTENTS

Executive Summary 1

Graphs 4

Detailed Report 5

Appendix A: Institutions Respondents Will Attend 17

Appendix B: Unedited Comments from Survey Respondents . . . 19

Appendix C: Survey Form 29

WHAT TOP NEW STUDENTS ARE THINKING

A Survey of the
1988 North Dakota Scholars Program Candidates

North Dakota State Board of Higher Education
October 1988

What Top New Students are Thinking

A Survey of the 1988 North Dakota Scholar Program Candidates
Summer 1988

EXECUTIVE SUMMARY

Introduction

For the second consecutive year, the North Dakota State Board of Higher Education surveyed candidates for the North Dakota Scholars Program. Students scoring in the top 5% nationally on the ACT Achievement Test and ranking in the top 20% of their high school class are eligible for the scholarship.

The survey was conducted in the summer of 1988 to gain insight into the postsecondary choices made by these students. Of the 560 survey forms mailed out, 475 were returned. As in 1987, the response rate was an outstanding 85%. This high rate indicates the keen interest these students have in the subjects surveyed.

All but 5 of the 475 respondents named a college they plan to attend this fall. Board-governed campuses attracted a smaller percentage (61.7%) of these students than last year (65.8%).

The number of students headed for colleges outside North Dakota increased by 4%. These students will attend college in 27 other states, the District of Columbia, and Canada. The University of Mary and Jamestown College attracted about 3% in both years.

The following four areas of concern have major policy implications. The first three are similar to those discussed in 1987. The fourth comes from comparing the two years' data.

1) FINANCIAL AID
   Finding enough money to attend college is still a primary concern for students. Respondents emphasized a need for more academic scholarships.

2) QUALITY OF EDUCATION
   The quality of schools is becoming the top concern of all students. An increasing number of students headed out-of-state cite it as their reason for leaving.

3) THE FUTURE LIES OUTSIDE NORTH DAKOTA
   Only 35% of students want to stay in North Dakota and only 16% think they will stay.

4) UND AND MINNESOTA ATTRACT MORE STUDENTS
   Ten percent more students opted to attend either UND or a Minnesota school than last year.

Financial Aid

Survey respondents were asked to identify from a list of 25 options, the reasons influencing their choice of school. Almost half (49%) chose an "offer of a scholarship or financial aid."

When asked to pick the top reason influencing their choice, an "offer of a scholarship or financial aid" was chosen by 19%, while 12% picked the "cost of attending." Combining these categories shows that financing an education was the primary concern in picking a college for almost one-third of the students.

The frustration of having to worry about financing is reflected in responses to an open-ended question asking for changes students would make to improve North Dakota's colleges and universities. As in 1987, the most frequent suggestion was to increase the amount of financial aid available and/or lower tuition.

This year's respondents were very vocal about the lack of academic scholarships. They were disappointed that a few students received several offers for full academic scholarships while nothing was left for those just below the cut-offs. There also was much resentment of scholarships set aside for "dumb jocks."

In last year's survey, funding their education ranked as the students' number one priority every time it came up. While still the top issue on most questions this year, there seemed to be slightly less concern this year than last.

Quality of Education

While financial aid concerns declined slightly from last year, the quality and content of their education rose in importance. When asked to pick among 25 possible reasons for choosing a school, 59% chose "general reputation of the school (its prestige)." That percentage is up 3% from last year. This option replaced an "offer of a scholarship or financial aid" as the most popular response.

Among the 25 responses, students were asked to choose their top reason for selecting a school. The top three reasons for selecting an institution were: financial concerns (31%), offering a particular program (24%), and quality of education issues (20%). The other 25% were split among the remaining options.

A perception of higher quality elsewhere was the main factor for students not selecting a Board-governed campus. When asked for the main reason for choosing another school, 46% of them cited higher quality or prestige at the school they will attend. In other words, almost half of the top students not attending North Dakota public campuses do so because of a perceived lack of quality.

The increased interest in quality was reflected in the comments on how they would improve the colleges. Support was greater than last year to increase admission standards, raise faculty salaries, and general pleas to add more quality.

Some surprising new comments appeared this year. There was a new wave of strong support for adding more programs at the colleges, especially in foreign languages and music. Several students urged a greater emphasis on the liberal arts.

Nine students suggested that higher education should better advertise its product. They felt this would attract more out-of-state students and let the average citizen know that we have quality campuses. These top students felt they had to defend their choice of staying in state to their friends and neighbors.

The Future Lies Outside North Dakota

Students have very little certainty as to what the future holds, but how they perceive the future shapes their academic career. Respondents were asked where they would prefer to live and where they think they will live after they complete their education.

Only 35% of the respondents said they would prefer to live in North Dakota upon graduation. Only 16% think they will be able to stay in the state. Almost all of those who would prefer to live elsewhere, think they will. Less than half (45%) of those who would prefer to stay think they actually will stay in state.

Nearly two-thirds (65%) of those thinking they will move elsewhere cited "job opportunities are limited in North Dakota" as the reason. Wanting new experiences or seeking a different climate accounted for only 28% of this group.

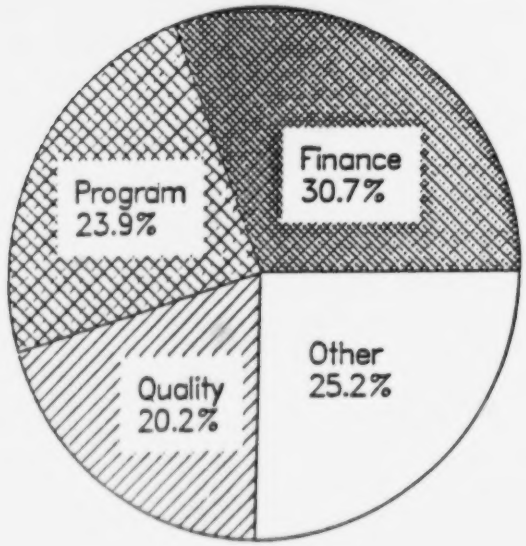
Although not directly comparable to last year's study, this year's results are probably more disturbing. Freshmen, beginning with pessimistic impressions, could choose career paths leading them out of state.

UND and Minnesota Attract More Students

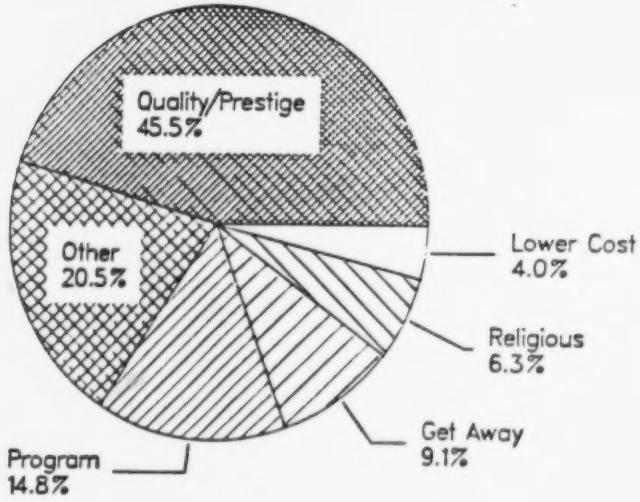
The University of North Dakota attracted 6% more of the top new students than last year. All of the Minnesota colleges combined also attracted 6% more than last year.

This is only a one year trend, but it is very notable due to its magnitude. UND attracted 36% of these students and the Minnesota colleges attracted 20%. Together, they now account for over half of the top new students. After UND and NDSU, Concordia College, Moorhead State University, and the University of Minnesota-Twin Cities attracted the next greatest numbers of these students.

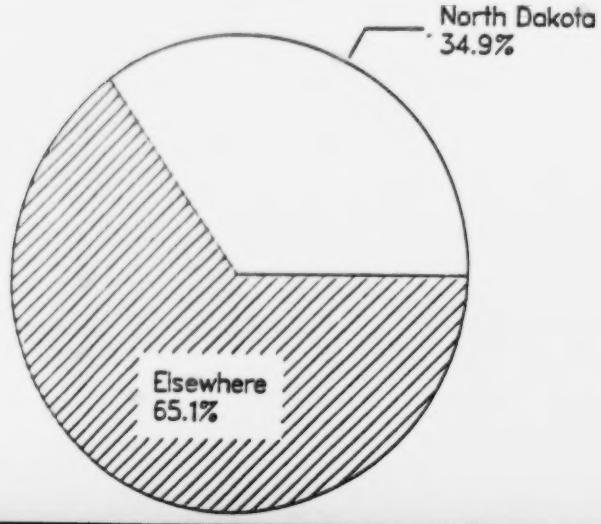
Top Reason Influencing the Choice of School



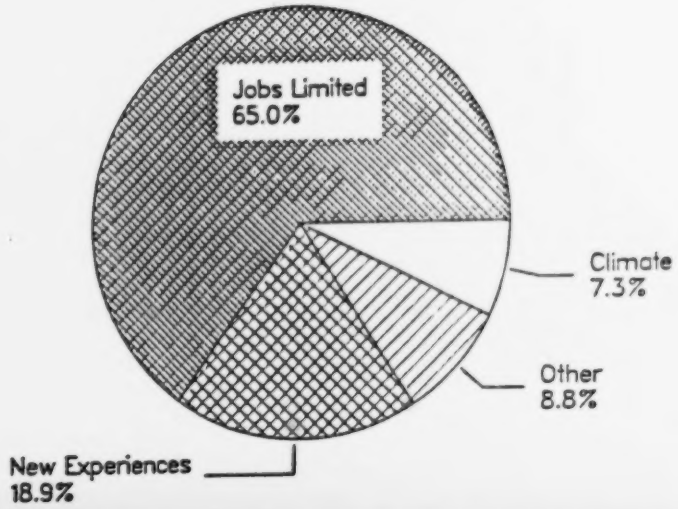
Main Reason Student did not Choose a Board Institution



Prefer to Live in North Dakota after Completing Education



Main Reason do not Think will Live in North Dakota



DETAILED REPORT

The number of students scoring in the top 5% of the ACT Achievement Test, and therefore included in this survey, increased by 92 students (19.7%) over 1987. This is partially due to a 3% growth in the number of high school seniors. The introduction of the North Dakota Scholars Program, providing an incentive for more students to take the test and for them to do well, is probably a major factor in the increase.

Question 1: What are your plans for the fall after you complete high school?

	COUNT	PERCENT	
	88	88	87
School or college (postsecondary ed.)	350	73.7	73.2
Work (part-time) & school (full-time)	117	24.6	20.6
Other	3	0.6	2.5
Military service	3	0.6	1.0
Work only	1	0.2	0.3
Work (full-time) & school (full-time)	1	0.2	
Work (part-time) & school (part-time)	0		1.3
Plans indefinite	0		0.3
Work (full-time) & school (part-time)	0		0.3
TOTAL	475		

Almost all of the top new students plan to go on to college this fall. One-quarter (24.8%) of the students plan to work while attending school, an increase of 2.6% since 1987.

Question 2: What school do you plan to attend?

	COUNT	PERCENT	
	88	88	87
Board of Higher Ed. institutions	290	61.7	65.8
Univ. of Mary or Jamestown College	13	2.8	3.1
Out-of-state	167	35.5	31.1
TOTAL	470		
No reply	5		

Almost two-thirds (64.5%) of those surveyed plan to attend a college or university in North Dakota. Even though North Dakota's colleges are experiencing record enrollments, 4% fewer of these top students decided to stay in state than in 1987. Only five students did not identify a college they will attend this fall.

A 1986 survey by the United States Department of Education estimated that 76% of all first-time students from North Dakota

remained in-state to attend college. If that level is still true in 1988, top new students are more than 10% less likely to stay in North Dakota than the overall group of first-time students.

The University of Mary and Jamestown College attracted only 13 top students. This number seems small, but it is proportionate when overall enrollments are compared to the Board-governed campuses.

Students headed out-of-state will attend college in 27 other states, the District of Columbia, and Canada. Appendix A contains the count of students headed to each college.

Minnesota colleges had a very successful recruiting year attracting one out of every five (20.4%) top students. This accounts for more than half (57.5%) of the top students headed out-of-state. In 1987, one in seven (14.5%) top students went to Minnesota to attend college. While students headed to Minnesota is up 6%, the number of students attending colleges in all other states is down by 2%.

Question 3: From the list below, circle the number beside each reason that influenced your choice of the school you plan to attend.

RANK			COUNT
87	88		88
3	1	General reputation of the school (its prestige)	275
2	2	Offers a particular program of interest	256
1	3	Offer of scholarship or other financial aid	231
4	4	Cost of attending	222
7	5	Wide variety of courses	179
5	6	Reputation of faculty	176
6	7	Social climate and activities	167
8	8	Because the school is close to my home	134
10	9	Campus appearance	132
9	10	Facilities available (equipment, labs, etc.)	112
11	11	Institution is small	96
13	12	Institution is large	95
14	13	Other reasons	79
16	14	A close relative attended the school	75
12	15	Because the school is not near my home	72
15	16	My friends plan to go to this institution	64
18	17	My parents want me to attend the school	59
19	18	Extracurricular activities	56
17	19	Opportunities for part-time work	52
22	20	Admission requirements	35
21	21	Athletic program	34
20	22	Religious Affiliation	34
24	23	Influence of college recruiter	28
23	24	Suggestion of counselor or teacher	22
25	25	My program can be completed in a short time	9
		TOTAL NUMBER OF RESPONDENTS	470

The reputation of the school, offering a particular program, and financial concerns were the most cited reasons for influencing the choice of school. The same options topped the list in both 1987 and 1988, but a school's reputation replaced an "offer of a scholarship or other financial aid" as most influential.

The placement of "general reputation of the school" at the top of the list begins a trend that ran throughout this year's survey of a greater attention to quality. The scholarship option and the "cost of attending" option still rank high, but the need for funds is a bit less vocal than in the 1987 survey.

The remainder of the list did not change much from 1987. A "wide variety of courses" moved up to the fifth most influential option. As reflected in the open-ended question at the end of the survey, the 1988 respondents are far more interested in expanding course offerings than their counterparts last year.

Question 4: Of the reasons listed in question 3, list the top three reasons which influenced your choice of the school you are planning to attend.

Top reason for choosing school

	COUNT	PERCENT	
	88	88	87
Offers a particular program of interest	112	23.9	27.5
Offer of a scholarship or financial aid	88	18.8	19.7
General reputation of the school	83	17.7	16.9
Cost of attending (tuition, etc.)	56	11.9	13.2
Because the school is close to home	24	5.1	3.4
Wide variety of courses	20	4.3	2.3
Other reasons	17	3.6	2.9
Religious affiliation of the school	9	1.9	2.1
Institution is small	9	1.9	2.1
A close relative attended the school	9	1.9	0.5
Reputation of faculty	9	1.9	1.8
My parents want me to attend the school	4	0.9	0.5
Athletic program	4	0.9	0.5
Social climate and activities	4	0.9	0.8
Because the school is not near my home	4	0.9	1.3
Institution is large	3	0.6	0.3
Opportunities for part-time work	3	0.6	
Facilities available (equip., labs, etc.)	3	0.6	1.6
Can complete program in short time	3	0.6	
My friends plan to go to this institution	2	0.4	0.8
Suggestion of counselor or teacher	1	0.2	0.3
Campus appearance	1	0.2	
Extracurricular activities	1	0.2	0.5

Listed as one of top three reasons for choosing school

	COUNT	PERCENT	
	88	88	87
Offers a particular program of interest	204	43.4	47.3
General reputation of the school	194	41.3	36.5
Offer of scholarship or financial aid	191	40.6	46.3
Cost of attending (tuition, etc.)	146	31.1	34.2
Wide variety of course offerings	90	19.1	12.9
Because the school is close to my home	81	17.2	15.7
Reputation of faculty	56	11.9	11.1
Social climate and activities	55	11.7	12.1
Institution is small	49	10.4	10.5
Other reasons	38	8.1	8.2
Campus Appearance	36	7.7	3.1
Facilities available (equip., labs, etc.)	33	7.0	9.5
A close relative attended the school	33	7.0	4.6
Institution is large	27	5.7	3.6
Because the school is not near my home	27	5.7	9.0
My friends plan to go to this institution	26	5.5	4.6
My parents want me to go to this school	25	5.5	4.4
Athletic program	18	3.8	4.1
Religious affiliation of the school	14	3.0	3.3
Opportunities for part-time work	13	2.8	2.8
Influence of college recruiter	11	2.3	1.5
Extracurricular activities	9	1.9	4.1
Suggestion of counselor or teacher	6	1.3	1.0
Admission requirements	5	1.1	1.3
Can complete program in short time	4	0.9	0.3

The four reasons for choosing a college most frequently cited in Question 3 were picked by almost three-quarters of the students when asked for their top reason for choosing a school. The availability of a particular program of study was the most popular reason for choosing a school. Students usually wish to find a college that will meet their educational needs before considering finances, location, or other factors.

Financial concerns still trouble many student as 30.7% chose the options an "offer of a scholarship of financial aid" or the "cost of attending". Financing an education is still the number one concern of one out of three top students. Although this percentage is down slightly from last year, there still are many students whose choice of school is affected by finances.

Of the four most cited reasons only "general reputation of the school" was a more popular choice than in 1987. While financing and program are important it appears that students are becoming interested in obtaining a quality product for their money.

Some important secondary considerations can be examined on the "listed as one of top three reasons" table for Question 4. The general reputation of the school was picked by 5% more students than last year, moving ahead of "an offer of a scholarship or

financial aid." Also gaining 7% in responses is the option "wide variety of courses." The 1988 students repeatedly expected more in higher education offerings.

When secondary considerations are included, the religious affiliation of the college moved down the list. Attending a religiously-affiliated college is a top priority for some students, but is not even a consideration for most. The social climate of a campus and where friends will attend school were main concerns for only a few students, but proved to be popular secondary considerations.

Question 5: Where would you prefer to live once you complete your education?

	COUNT	PCT
North Dakota	162	34.9
Elsewhere	302	65.1
TOTAL	464	
No Reply	6	

It is unreasonable to think that a high school senior has any knowledge of what will happen to him or her several years down the road. The intent of Questions 5 and 6 is to gauge the perception that top students now hold about their future in North Dakota. It is upon these perceptions that they are currently making decisions about their education. Some are leaving the state now. Others are pursuing fields that will eventually lead them to leave.

In the 1987 survey the question asked was "Do you plan to live in North Dakota after you complete your education?" The respondents were allowed to answer yes, no, or unsure. Of those who felt sure about where they would live, only one in five (21.9%) thought they would remain in North Dakota. It was unclear whether they responded with where they preferred to live or where they thought they would live. Half of the students responded "unsure." Many of them added comments suggesting they would prefer to stay in North Dakota, but they did not think they would find a job here.

To clarify responses the question was split into two questions for the 1988 survey. The results are still dismaying. Only one in three (34.9%) top North Dakota students prefers to stay in state after completing their education. Since this survey was conducted only in North Dakota it is impossible to compare to other states, but it seems surprising that so few students wish to remain in their home state.

Question 6: Given what you currently know about your plans for the future and about North Dakota, where do you think you will live once you complete your education?

	COUNT	PCT
North Dakota	75	16.2
Elsewhere	388	83.8
TOTAL	463	
No Reply	7	

Only one in six (16.2%) top North Dakota students think they will live in North Dakota once they complete their education.

	Think Live Elsewhere	Think Live in North Dakota
Prefer Elsewhere	295(64.3%)	3(0.7%)
Prefer N. Dakota	89(19.4%)	72(15.7%)

By combining the results of Questions 5 and 6 the above table provides further insight into the responses. Of the students who prefer to live elsewhere, almost all of them think they will move elsewhere. Of those students who prefer to live in North Dakota, more than half (55.3%) of them think they will live elsewhere.

Question 7: If you do not think you will live in North Dakota after you complete your education, what is the main reason?

	COUNT	PERCENT	
	88	88	87
Job opportunities are limited in N.D.	251	65.0	59.5
I want new experiences away from home	73	18.9	20.3
Other reasons	34	8.8	11.1
I want to live in a different climate	28	9.2	9.2
TOTAL	386		

Of the respondents who do not think they will stay in North Dakota, an overwhelming majority attribute the limited job market as the main reason for looking elsewhere. This response provides limited encouragement for North Dakota. If the economy recovers, many of the students could change their minds and stay. As the economy now stands, top students believe their future lies outside North Dakota.

Only 28.1% of the students want to leave because they want to have new experiences or to live in a different climate. North Dakotans can not control these factors. There are always students who wish to seek opportunities away from home.

Question 8: Circle the number in front of all of the sources below that you have actually used in making plans and decisions for after high school.

	COUNT 88
Parents	393
College directories, catalogs, or brochures	331
Counselors	294
Visits to a college campus	278
Teachers	260
Friends	259
College representatives	206
Aptitude or occupational interest test	206
Career development or planning class	26
Future employers	20
TOTAL NUMBER OF RESPONDENTS	470

Most of the sources used most frequently are those that are readily available (parents, counselors, teachers, friends) or those that are readily attainable (college directories). The one surprise is the "visit to a college campus." The number of students reporting visiting campuses increased by 10% over 1987. The data in this table becomes more interesting when combined with the results of Question 9.

Question 9: Of the sources of information listed in question 8, that you actually used, which was most useful?

	COUNT	PERCENT	
	88	88	87
Parents	99	21.7	14.9
College dir., catalogs, or brochures	93	20.4	23.4
Visits to a college campus	83	18.4	14.9
Counselors	66	14.4	16.2
College representatives	38	8.3	9.3
Teachers	30	6.6	9.0
Friends	23	5.0	6.1
Aptitude or occup. interest test	18	3.9	5.3
Future employers	4	0.9	0.3
Career development or planning class	3	0.7	0.5
TOTAL	457		
No reply	13		

The following table includes the number of respondents who said they used this source of information in Question 7. The percentage indicates: of those who actually used this source of information, what percentage found it the most useful.

	COUNT	Q8	PCT
Visits to a college campus	83	278	29.8
College dir., catalogs, or brochures	93	331	28.1
Parents	99	393	25.2
Counselors	66	294	22.4
Future employers	4	20	20.0
College representatives	38	206	18.4
Teachers	30	260	11.5
Career development or planning class	3	26	11.5
Aptitude or occup. interest test	18	170	10.6
Friends	23	259	8.9

A higher percentage of students who actually visited a college campus considered it the most useful source of information in making plans about colleges. College directories were also perceived as highly useful. Although friends were frequently consulted about college choices, very few found them the most useful source.

Question 9: Of the sources of information listed in question 8, that you actually used, which was least useful?

	COUNT	PERCENT	
	88	88	87
Friends	75	17.0	15.7
Aptitude or occup. interest test	69	15.6	17.3
Counselors	64	14.5	14.6
College dir., catalogs, or brochures	59	13.4	10.5
Teachers	49	11.1	8.4
Parents	44	10.0	9.5
Visits to a college campus	35	7.9	7.0
College representatives	25	5.7	4.6
Career development or planning class	12	2.7	5.7
Future employers	9	2.0	6.8

The following table includes the number of respondents who said they used this source of information in Question 7. The percentage indicates: of those who actually used this source of information, what percentage found it the least useful.

	COUNT	Q8	PCT
Career development or planning class	12	26	46.2
Future employers	9	20	45.0
Aptitude or occup. interest test	69	170	40.6
Friends	75	259	29.0
Counselors	64	294	21.8
Teachers	49	260	18.8
College dir., catalogs, or brochures	59	331	17.8
Visits to a college campus	35	278	12.6
College representatives	25	206	12.1
Parents	44	393	11.2

Students did not consider career development classes, future employers, or aptitude tests as useful sources of information to make college plans. Parents were rarely seen as the worst place to obtain college information. It is reassuring that information from college representatives, publications, campus visits, and high school teachers are perceived as useful.

Question 10: Will you receive an academic grant or scholarship (based on grades, test scores, or academic achievement) this fall?

	COUNT	PERCENT	
	88	88	87
YES	369	80.2	79.9
NO	91	19.8	20.1
TOTAL	460		
No reply	10		

If yes, what is the amount of the scholarship?

	COUNT	PERCENT	
	88	88	87
$ 0 to $ 500	105	30.4	30.8
$ 501 to $1000	63	18.3	17.2
$1001 to $2000	82	23.8	21.5
$2001 to $3000	32	9.3	9.3
$3001 to $4000	36	10.4	10.8
$4001 to $5000	12	3.5	3.9
over $5000	15	4.3	6.5
TOTAL	345		

Given the high ACT test scores of this group, it is not surprising that members of this group have earned numerous scholarships. Four out of five (80.2%) received some type of academic award. This percentage is almost exactly the same as in 1987. Not included in these statistics are a few answers of "full ride."

Almost half of the academic awards are less than $1,000, while more than 70% are less than $2,000. The distribution of awards are remarkably similar to those received in 1987. However, in the open-ended question on the survey, the 1988 respondents were more vocal than their 1987 counterparts in calling for more academic scholarships.

Question 11: From the list below, circle the number beside each reason why you did not select a state-supported school in North Dakota.

	COUNT
The quality of education and prestige will be greater at the school I will attend	117
I want to get away from home	69
Other reasons	54
North Dakota schools do not have the program I want	42
I want to attend a religiously-affiliated college	31
The cost of attending another school will be lower	17
TOTAL ATTENDING NON-BHE SCHOOLS	180

Question 12: Of the reasons listed in Question 11, what was the main reason you did not chose a North Dakota school?

	COUNT	PERCENT	
	88	88	87
The quality/prestige greater at the school I will attend	80	45.5	40.7
Other reasons	36	20.5	24.2
North Dakota schools do not have the program I want	26	14.8	15.6
I want to get away from home	16	9.1	13.3
Want a religiously-affiliated college	11	6.3	NA
Cost will be lower at another school	7	4.0	6.3
TOTAL	176		

Students not selecting a Board-governed campus were asked to choose from a list of reasons describing why they decided to go elsewhere. The "quality of education and prestige will be greater at the school I will attend" was the most frequently cited reason. These students are seeking quality and prestige that they perceive as lacking in North Dakota schools.

The 1988 respondents again expressed a greater interest in quality issues than did the 1987 students. Almost 5% more students cited the quality and prestige of the school they will attend as the main reason for not selecting a Board-governed campus.

Only 15% of the students said their top reason for choosing another campus was to get away from home or to attend a religiously-affiliated college. These factors are outside the control of the state-run colleges. The question on religious affiliation was not asked in the 1987 survey.

Few (15%) students will attend other colleges because the program they want is not offered here. Only 4% found the cost of other colleges to be lower. Overall, only a few students are opting to attend other colleges due to these controllable reasons.

Question 13: Use the rest of this form to make any comments on changes you would make to improve North Dakota's colleges and universities.

	COUNT 87	88
Provide more financial aid and or lower tuition	41	43
More scholarships to students with high ability	0	34
Add more programs at the colleges (especially in foreign languages and music)	0	22
Establish higher admission requirements at selected institutions	11	19
Close smaller colleges (or UND Medical School)	24	16
Make the financial aid process easier and/or provide more information on financial aid	11	13
Bring more prestige and/or quality to institutions	7	12
Increase faculty salaries and incentives to retain quality faculty	5	10
Reduce the emphasis on sports	3	9
Advertise the qualities of North Dakota's schools to draw out-of-state students and to inform citizens	0	9
Develop programs to keep college graduates in state	2	7
Provide greater attention to the liberal arts	0	6
Recruit North Dakota students more vigorously and/or make information easier to obtain	7	5
Diversify missions of institutions	4	5
Treat students like people rather than numbers	7	4
Improve the English of foreign-born faculty	0	4
Reduce duplication of programs among institutions	0	3
Evaluate and upgrade the faculty more often	0	3
Add another four-year institution in western North Dakota	0	3
Increase spending in advanced technical areas	2	2
Implement more cooperative arrangements between college, like the Tri-College	0	2
Have college students call prospective students, as NDSU currently does	0	2
Eliminate housing shortages	0	2
Make schools/classes smaller	1	2
Adopt either the semester or quarter system for all institutions	2	1
Give less scholarships to out-of-state students	0	1
Make registration easier	0	1
Provide more "college days" on high school campuses	0	1
Add more ROTC programs	0	1
Make transfer of credits assured	0	1
Move the colleges to better locations	0	1
Add more co-ed dormitories	0	1
Eliminate co-ed dormitories	0	1
Cut advertisements by colleges	0	1
Start another private college in North Dakota	0	1

This question is intended to provide an open forum for respondents to give their views of North Dakota's state-supported higher education institutions. The respondents can be considered consumers of higher education who recently completed a shopping process. They were highly recruited by both North Dakota and out-of-state institutions. This places them in a unique position to make comparisons and to provide insights. The responses were grouped in the categories listed.

The availability of financial aid and scholarships was the most frequent concern. Many students said they feel the pinch caused by tuition rates increasing every year. They hope that tuition will remain stable or more financial aid will be offered.

This year's respondents were very vocal about the lack of academic scholarships. They were disappointed that a few students received several offers for full academic scholarships while nothing was left for those just below the cut-offs. Some felt deceived, having been told to work hard to get good grades for rewards that were not there. There also was much resentment of scholarships set aside for "dumb jocks."

Quality issues also topped the agenda of top students. Support was greater than last year to increase admission standards, raise faculty salaries, and general pleas to add more quality.

Some surprising new comments appeared this year. There was a new wave of strong support for adding more programs at the colleges, especially in foreign languages and music. Several students urged a greater emphasis on the liberal arts.

Nine students suggested that higher education should better advertise its product. They felt this would attract more out-of-state students and let the average citizen know that we have quality campuses. These top students felt they had to defend their choice of staying in state to their friends and neighbors.

Closing college campuses was less of an issue than last year. In 1987 it was the second most frequent suggestion. This year it fell to fifth, making it one of only a few suggestions that lost support amongst a larger survey population.

Appendix A

Institution respondents will attend

University of North Dakota	171
North Dakota State University	88
Concordia College	26
Moorhead State University	25
University of Minnesota	18
Minot State University	15
Jamestown College	9
Dickinson State University	5
University of Mary	4
United States Air Force Academy	4
United States Naval Academy	4
Bismarck State College	3
College of Saint Benedict	3
Creighton University	3
Gustavus Adolphus College	3
Hamline University	3
Montana State University	3
Saint Olaf College	3
Valley City State University	3
Arizona State University	2
California Institute of Technology	2
Carleton College	2
Central Bible College	2
College of Saint Thomas	2
Georgetown University	2
Mankato State University	2
Mayville State University	2
North Dakota State College of Science	2
Purdue University	2
Rensselaer Polytechnic Institute	2
University of Colorado, Boulder	2
United States Military Academy	2
Asbury College	1
Augsburg College	1
Augustana College	1
Boston University	1
Brown University	1
Buena Vista College	1
Carleton College	1
Central Washington University	1
Colorado State University	1
Coast Guard Academy	1
College of Saint Catherine	1
Concordia College	1
Cornell University	1
Dakota Wesleyan University	1
Drake University	1
Eastern Mennonite College	1
Eastern New Mexico University	1

Embry-Riddle Aeronautical University	1
Fergus Falls Community College	1
Harvard University	1
Hendrix College	1
Louisiana State University	1
Lawrence University	1
Loras College	1
Massachusetts Institute of Technology	1
Macalester College	1
National College	1
Northeast Missouri State University	1
New Mexico State University	1
North Central Bible College	1
Northwestern University	1
Pomona College	1
Rose-Hulman Institute of Technology	1
South Dakota School of Mines and Technology	1
Saint John's University	1
Saint Mary's College	1
Saint Olaf College	1
Trinity College	1
University of Alaska	1
University of Denver	1
University of North Carolina at Chapel Hill	1
University of Nebraska	1
University of Texas at Austin	1
University of Virginia	1
University of Washington	1
University of Wisconsin-Madison	1
University of California-Los Angeles	1
University of North Dakota-Williston	1
Wabash College	1
Wheaton College	1
Winnipeg Bible College	1

Appendix B

Question 13: Use the rest of this form to make any comments on changes you would make to improve North Dakota's colleges and universities.

1. GENERALLY FAVORABLE

--North Dakota has the potential to be a national leader in higher education. However, this potential will never be fulfilled unless more money is invested. This money should come from a tax increase, not annual tuition hikes. A tax increase may sound bad, but in the end it would benefit all.

--North Dakota has excellent colleges and universities. Keep tuition costs down even if it means tightening entrance requirements. Give those with high aptitude the chance they need at education.

--Many colleges have sent me information to encourage me to further my education. NDSU has been extremely helpful to me by being very responsive to any questions that I have asked. They are so willing to send answers to my questions. NDSU started a program where college students call new (prospective) students & help them learn more about college life. I think all colleges & universities should do something like that. I really benefited from it.

--UND has a great Aerospace Center--why not add engineering? Otherwise, I feel North Dakota offers a great college and university system. Good people, good schools, and good programs are present to offer something for almost everyone.

--I think that for the size of universities in North Dakota compared to universities around the nation, North Dakota does an excellent job in providing top quality education, particularly at NDSU's engineering program and UND's aerospace program.

--I feel North Dakota's institutions have a lot to offer me. The only draw back I feel is the low amount of funds available. I worked very hard for twelve years thinking I could get most of my college paid for, but due to the poor economic climate, not many funds were available. I also would like to stay in North Dakota, but more opportunities are available out-of-state that I feel I must jump at.

--I believe a survey such as this is a step in the right direction. I believe North Dakota in general has excellent postsecondary institutions. For promotional purposes, I would push the top programs the North Dakota universities and colleges offer. It might persuade a few students to take up those programs and perhaps draw some more out-of-state students.

--In my opinion, there is absolutely no changes needed in North Dakota education. It is because of personal preference that Mankato State University interests me. It is large, near th the twin cities, and has excellent recruitment at many large corporations in the cities. It is my desire to go on my own and leave my friends and family behind, and venture on my own.

--Of those campuses in North Dakota I did see, I was very impressed with MSU because it was very well kept up and seemed somewhat modern.

--From what I know of North Dakota's colleges and universities, there are few things to change. North Dakota's population is small so it is hard to get a lot of students and teachers. The reason I am not staying in the state is because I feel I will have an opportunity to learn more from a better faculty in a more prestigious school.

--North Dakota's colleges and universities are very high in excellence. However, because of the lack of job opportunity in North Dakota, people are unwilling to attend the schools. It is much easier to get a job in a state where you attended college. It is more difficult to school in North Dakota then try to find a job elsewhere. This is why many people leave the state.

--I think the North Dakota colleges and universities are pretty good for the size of the state, and the small towns that some are located in. It all depends upon what you're looking for in a school. What may appeal to one person may not appeal to another. I think the bigger the better.

--I plan to attend Winnipeg Bible College for three years to earn a Pre-education degree and then I will return to Minot State University to complete my education by earning a degree in secondary education in mathematics. I am pleased to find out that MSU has an excellent math department, and I have been recommended to get into it by many people.

--The North Dakota Scholar's program is a good one and should be continued. If it hadn't been for that extra money, I would have selected a more prestigious, out-of-state university.

--I believe that the North Dakota colleges and universities are understated by many high school teachers and counselors.

--North Dakota has good colleges and universities but they are generally limited to North Dakota students and I'm leaving to be closer to the cities and where I can meet a greater variety of people.

--On the whole, I believe North Dakota's schools are very good, but some are lacking in adequate facilities. I plan to pursue a second degree at NDSU after finishing at Concordia because NDSU can fulfill my needs in the field of agriculture but was not my first choice when it came to vocal music. I think that Fargo-Moorhead tri-college community is a wonderful thing something that could possible be expanded upon.

--I would rather go to a school further from home to experience a different social atmosphere, but because of lack of money I am staying in North Dakota. The schools here have a fine reputation and I'm sure I will get a quality education.

--I was an early graduate. I've already been in Minneapolis for a year. Schools in North Dakota are good, but I just wanted more since I've lived in North Dakota.

--I like'em.

--I love North Dakota, and I plan to come back one day. With my opportunities in the Air Force, I also plan to see a little of the world. I will be back, though.

--I think North Dakota has some really great colleges and universities. I just wanted to go to a different state and see what it is like outside of North Dakota. I would like to return and finish my education at one of the universities here.

--There are no problems that I can see in North Dakota educational system that I can see. The problem is the limited job market in North Dakota.

--I like North Dakota schools. I wanted the best possible preparation for my chosen field of accounting. The best programs were at UND, Grand Forks and Moorhead State so I chose Moorhead because of its size and lower tuition (with reciprocity). North Dakota needs to find a way to create more jobs for college graduates if they don't want them to leave the state.

--North Dakota colleges are basically good. Size is a problem since I prefer a small student-to-instructor ratio. Also, I can participate in more activities in a small school. I can receive more personal help, get to know my professors personally, and I also like the personal environment. Jamestown College also has a excellent religious program I plan on taking, and also other things I could not receive elsewhere.

--I am impressed by the low cost of North Dakota's universities as compared to others around the country and the quality of education they provide.

--Basically, I feel that the state has a lot to offer as far as college education is concerned. The problem, if any, lies in keeping the graduates in the state. There are very few companies working toward that end. We need to find more places such as Great Plains Computer Co., which hires only North Dakota graduates.

2. COMMENTS ON QUALITY, PRESTIGE, ACADEMIC STANDARDS

--To attract more students more liberal arts emphasis is important and higher admission standards. For what they are, North Dakota schools are decent, but still second rate in most areas, therefore in general.

--Are professors evaluated? Many NDSU students have told me that they have difficulty understanding their foreign-born professor. Of the Engineering and math majors I have spoken to, many say that they learn mostly from their textbook. Why pay tuition then? It is imperative that the state's universities attract better teachers. We are a state of only 600,000 people--we can't support as many institutions of higher learning as we have and have excellence. Right now we have mediocrity. I recommend the closure of two or three of the smaller colleges to allow the others more budget.

--North Dakota's colleges and universities need to improve their image. For some reason, many high school seniors seem to look down on them. However, I have found North Dakota institutions to be excellent! The proof is that I'm staying in my state to attend UND.

--Stricter grade requirements to enter college.

--Make a few of the schools limited enrollment to make it more competitive. Allow the small colleges to become independent of the 2 or 3 "parent" universities.

--Make transfer of credits more assured--not only from ND institutions to out of state, but even between instate schools.

--First off, I'm not thoroughly informed on the subject so I don't know how much weight my suggestions should hold, but I've heard that the programs aren't top notch and that universities in North Dakota are having problems keeping and attracting good, solid teachers. I'm thinking about pre-med and I've heard that UND's medical school is dropping off due to low funding.

--I am hesitant to attend NDSU (as are <u>many</u> others) because of the many foreign professors. I've heard too many negative comments about them.

--Set higher standards to go by--offer wider variety.

--Try to gain some faculty members with Noble prizes. Offer scholarships to students going out of state if they promise to go to graduate or post graduate schools in ND.

--I don't believe that ND colleges and universities are that bad. I think the main reason students want to get out of ND is because of the weather. Job opportunities are better elsewhere in certain fields. Many colleges and universities in ND should set

tougher standards and not make it so easy to get in and out. Many of the brighter students want to be assured of having gotten the best education possible. ND is not very prestigious.

--Better salaries for the college professor. Increase awareness of prestige to other states.

--People in North Dakota must be willing to spend the money to improve schools in North Dakota. Faculty, programs, and scholarships are all areas in need of improvement in my opinion.

--More financial aid. Better quality instructions (raise teaching salaries, give raises to good teachers, make it more challenging to become a teacher). Better advisor-student communication.

--I think there is too much duplication between UND and NDSU. The size of the classes at NDSU & UND need to be kept down. The large number of people in the freshman classes is really discouraging. Also the foreign teachers with heavy accents and no real command of the English language disturbs me (at the big universities).

--Pay the professors more so the good ones are happier in their jobs and more attentive to students.

--Tougher admission requirements.

--I would like to see the salaries of top-notch professors increased so that they will remain in North Dakota schools. I also think that the overall quality of professors should be evaluated because too many professors have poor attitudes that are transferred to first-year college students.

--Just strengthen programs to make them as competitive as other colleges academically -- for a student looking for a college that can give him the background needed to get into a good graduate school. North Dakota just doesn't have the reputation, except for Agri. or engineering.

--Restore the quality of programs that is sacrificed to allow large numbers of students in the program.

--I think that one school should make tougher admission requirements so that it would be tougher to get in. For that certain school, the reputation would improve and it would be more desirable to attend. However, I realize that this might not be the most practical thing to do if attendance is already low.

--From what I've seen, the entrance requirements are getting too relaxed. To improve higher education standards, teaching should center on those attending college to learn and not just to party.

--The three main factors I compared when researching a college were the percentage of faculty members with doctoral degrees, the admission standards of the university and the general competitiveness for baccalaureate degrees. North Dakota schools could not offer me the same admissions and curriculum challenges as most out-of-state engineering schools could.

--Even though the North Dakota educational system is rated as one of the best in the country, it has no nationally prestigious university or college, public or private.

--Although NDSU and UND receive students from other states and nations, the people and attitudes of these schools seem to be too similar to area high schools. For me, I need new and different people to help me reach the most fulfilling goals. Hopefully I will find this at the college I have chosen. The mixing of peoples and attitudes at that institution should offer a greater diversity yet the balance which I seek also. This balance is difficult to explain. It is the balance between a work ethic and a social ethic. These ethics seem to be abused, one or the other, throughout. I feel that if you and your colleagues could offer matching challenges along with the social mix, I would attend a state school.

--The one big thing I request is that all college and university should have English speaking professors. These low budget foreign professors, just don't cut it in my book.

--Higher salaries for professors and other instructors are needed to attract a better quality of instruction.

--Admission tests to limit enrollment. If there were fewer colleges to support in the state, could tuition be lower?

--Make admission requirements tougher so you have a more select group of students.

--We need to keep quality professors in North Dakota. Somehow the salaries of these instructors needs to be increased to continue the quality of education North Dakota boasts.

--The reason I did not consider a state-run school is the requirement for admission: a North Dakota high school graduate. This easy entrance should be dropped. I want to go to a school with students who want to learn and prove so by fulfilling stringent application requirements.

--North Dakota's colleges and universities should work together. Instead of each college carrying the same programs they should carry different programs to allow for a more diverse course offering from the state as a whole.

--Raise the pay of the instructors in order to attract higher quality instructors and keep the good ones from leaving.

--Increase admission challenges, lowering number applying for financial aid, then increase financial aid to those who deserve it based on academic ability.

--Open admission? College shouldn't be a place where just anybody, regardless of grades and other school records, should be allowed to go to get away from home and mommy and daddy. Personally, I didn't feel any challenge or point in going to high school without any "real" admissions requirements. Acceptance into a school should make a statement about what student had to do to get there. North Dakota schools don't even try to do that.

--Raise admissions requirements -- for only one school. Spend more money on equipment -- technical only on one school. Raise taxes to pay for quality equipment and professors -- at one school. This would encourage some more of North Dakota's best students to stay here.

--As I'm currently living in IN, I don't know how helpful this will be to you. However, even when living in North Dakota, I planned on going out-of-state for schooling because I felt I would find better undergraduate programs elsewhere.

--Move them to better locations.

--Raise the quality of education. It is hard to compete with the larger colleges but it needs to be done.

--More co-ed dorms.

--No co-ed dorms.

--Make registration easier.

--At a private college, there is quality instruction at every level without long-term professors who tend to stagnate in their positions. It seems to me more of a problem at the State colleges and universities to "weed-out" and upgrade their teaching staff.

--I think that "you pay for what you get," and that the quality of education will be higher at a private college. College instructors should be evaluated and often replaced more than they are.

--If I didn't already know which college I was going to attend, North Dakota schools wouldn't be a bad choice.

--Move to a warmer climate.

--It was a tough choice between going to Harvard and going into debt or going to UND on scholarships.

--Should be more selective, more motivated, smaller.

--Work outside the state to promote North Dakota schools, and work within the state to better the image of North Dakota schools. Some friends have told met I'm wasting my potential to attend a school in North Dakota. They think of our schools as being second class. We also need to promote big business and industry in the state. In addition to helping the economy, it will bring experts in various fields into the state, and it will help keep North Dakota talent in the state after graduation. It will bring in more money that can be used to improve education. We have to improve our economy to make big improvements in our schools.

--I would prefer to attend a prestigious, private school (in or out-of-state), but North Dakota is lacking. Due to distance and cost, I will attend an in-state college. I think I could get a better job that way. Even if North Dakota's public institutions provide an equal level of education, it's just not the same in the eyes of many. Unfortunately, I don't see any solution.

--I think open admission is a major cause of the lower quality of education offered by North Dakota schools. This is a little off the subject, but I was chosen a Scholar. Unfortunately, I was not notified until April 1, months after my alleged plans were definite. If I was told earlier (by Dec 15 or so), I would have seriously considered attending UND or NDSU.

--There would have to be more industry in North Dakota so the colleges could set up better jobs after college so more people would stay in North Dakota and attend a state institute, or combine UND and NDSU into one big university with Division I status in all phases of colleges offering as many fields as possible.

--More parking. Tunnels under the dorms interconnecting them to all the other buildings. Instructors who are less disillusioned and discouraged.

3. COST/AID

--Schools should have more access to listings of other scholarships that students could apply for. More recognition for Academic achievements rather than sports. Arts, speech, journalism and etc. tend to be ignored also.

--To me, the present scholarship system gives multiple scholarships to the highest 2% and the rest are left with nothing. Concentrate a scholarship on the 3% - 10% students.

--More scholarships based on academic achievement could be offered. It's not uncommon to hear of a person getting a full-ride for athletic talent but not very many receive those for good grades.

--More scholarship offers based on academic achievements. I am a good student with a 3.7 GPA and I received a 28 score on my ACT Test, yet I am receiving no money to attend UND. I sent in a form about scholarships and no information was sent to me. This upset me very much.

--Help middle income families receive more financial aid for their children. Many times you can't get a loan or work study because your family supposedly makes too much money. Every student needs financial help.

--I believe that the opportunity for higher education should be available to anyone. The higher income families can afford to send their children to college and lower income families can receive financial aid. But those in the middle class that just miss receiving aid may not be able to afford $4,000/year for their child's education. I think there should be more aid to these families.

--I wish that money would be more available to the students whether by scholarship or loan/grant.

--Fully state supported free tuition colleges. Although that probably isn't feasible I would appreciate greater appreciation towards "smart kids" with grants & scholarships as opposed to the big money and scholarships that dumb "jocks" get.

--Tuition rates have gotten out of control. The rates were just increased again a short time ago. I fear that by the time I have kids who want to go to college I won't be able to afford it. College is expensive at this time. After my 2-year scholarship is over, I think I will have to get a job in order to pay for college.

--Lower the prices because this hurts those that are unable to afford an education but need it the most to get decent paying jobs.

--I realize that it is very expensive funding higher education, but it also a strain for many students to find the money to pay the atrociously high tuition. Yes, there are academic and need-based scholarships and loans, but there isn't enough to go around. Also, many of my friends and relatives have gone to school out-of-state or had to change their area of study because the North Dakota schools don't offer those programs. Physical Therapy is just one example. There is a good program at UND, but it accepts so few students that it is almost impossible to get into.

--The only thing I would like to see different is the way financial aid is given. I realize that it should go to those who can least afford but even though my parents can afford I want to do it on my own. I would like to see more opportunities for this to occur.

--More funds available by private colleges makes them more appealing.

--A larger amount of grants to be given by the state. More financial support given to prospective students, especially if they have shown achievements and a will to succeed.

--It could be a lot cheaper. Quit making cuts.

--More academic scholarships. Better pursue North Dakota's best students.

--I think the scholarship money offered through ACT and UND should be distributed more evenly. I had a 4.0 G.P.A., took many difficult classes, ranked first in my class, and scored 97 on my PSAT, but since I only scored 29 on the ACT both times I took it, I received nothing. If I'd scored 30, I would have $8000.

--Get better scholarship opportunities for those who missed a 4.0 average by one or two B's. Most scholarships seem to be for 4.0's or minority.

--If more money were made available to the institutions so that they could offer more scholarships to students, attending college would be easier. However, I realize that the possibility of that occurring is small because of the financial situation of the country.

--The cost of the college education must stop rising. There are many people who cannot afford to go to school.

--It is very difficult to obtain information about scholarship opportunities. Even when informed of such financial aid it becomes even more difficult to acquire it. I'm sure what would be a good solution, but it may need a little looking into.

--In my high school this fall six students graduated with 4.0 G.P.A.'s. We all applied for various state and local scholarships, but come awards day only one of us received a small scholarship. This left the rest of us looking for further funding. The state has an excellent program for the students with high ACT's and good programs for students with good grades who are under privileged, but there are a large number of us who fall between these two programs. Also I resented the fact that I had to put my parents income on the financial aid application, after my parents refused to pay for any of my college education. (Even with $2800 in scholarships I'm still struggling).

--A department set up to aid North Dakota students to find scholarships (national, state, or local).

--Improve availability for scholarships based on academic achievement not athletic achievement.

--The cost of higher education is too high. I realize that running colleges costs quite a bit, but everything possible should be done to keep tuition costs low. Raising fees each year is not going to help the students.

--I think more loans and scholarships should be made available to middle-income students.

--More scholarships should be made available to students based solely on academic achievement.

--Less scholarships to out-of-state students.

--More financial aid for the middle class, too. Scholarships aren't very well known for some people.

--Financial aid for lower-middle small business income families. The same families who don't qualify for Pell grants, who always have to pay income tax and who never get government support.

--Even though I am receiving some scholarship money, I feel that North Dakota's colleges and universities should offer more money to students. They should also make students more aware of the money that is available to them.

--Deadlines for financial aid are too early at some colleges. Should have students at respective colleges talk to interested applicants at orientation meetings.

--I'm an above average student (B+) from an upper middle class family. Without my parents I would be paying all my college tuition. This is not fair in my opinion. Monies are awarded for outstanding achievement and to students who come from lower income families. Nothing is available to the "close to great" student. I'm sure nothing can be done about this, but it really

doesn't matter. The system doesn't change, my comments here probably won't be read anyway.

--I feel there needs to be more financial aid--scholarships, grants, loans, etc. It is very discouraging when they run out of money before they get to your application for financial aid.

--To make postsecondary education available to more North Dakotans, I believe the tuition at the state-supported schools should be lowered. This reduction may require that non-essentials in preparation for postsecondary education be eliminated. These would include "aptitude or occupational interest tests" or the like.

--Better show of scholarship opportunities to new students. I was not informed how to get financial aid in the special departments of the school.

--They should offer more and bigger scholarships for academic reasons and far fewer for sports.

--I have a 28 ACT -- 4.0 graduate. I went out for many scholarships and received none. Would like to see funds more available. I have friends because their parents have little can go anywhere. I'm very directed in what I want and yet money became number one as I looked. It was a trying time. My parents are young and have three children home for a long time yet. They can't help like they'd like to.

--I think that people with high grade point averages should have an easier time receiving financial aid. I am a valedictorian and I scored within the top 5 percentile of the ACT test. However, those who scored higher on the ACT test seem to be the only people who receive financial aid. I have worked very hard for four-years to maintain a G.P.A. of 4.0, but I haven't received any aid from the state. I think that four-years of A's means much more than a single test.

--I would like to see postsecondary education cost less for the students. (But who wouldn't?).

--I think that applying for financial aid should be simpler and less complex. It is a lot for a student to handle by himself.

--More parking facilities and financial aid.

--Considering that I have not yet attended a college or university, my knowledge of needed improvements is limited. However, the cost of attending college has already affected me and if possible, this is an area that I would like to see improved. I realize one cannot receive a free education, but even a slight reduction in the cost of tuition, etc., would make a difference.

--One thing would be to make a nice listing of all scholarships available to all high school seniors at an early date in the senior year. Also make the access to these applications more readily available. One thing would be to have a postcard with a list of scholarships available at a certain college department that a person could send in to request information on its requirements and its application.

--I plan to double major in archeology and languages. I'd like to see colleges and universities help more of the students financially from middle class families who have specific career goals in life. For example: offer more scholarships for individual careers or achievements. Also, help students find job opportunities within out state. Another important reason I feel that colleges and universities should make changes is that many of these institutions offer scholarships for sports in a big quality, but overlook helping individuals who are interested in future careers that help our nation as a whole. Also, I feel colleges and universities could help publicize the scholarships and grants that are available so that the students are aware what they can work for.

4. CLOSING COLLEGES

--Lessen the number of them. Concentrate on two or three and make them all-around excellent schools. This way facilities can be better used and as fewer facilities would have to be built and maintained, the quality would increase. It seems there are too many N.D. schools for the population of ND.

--Make more money available to students help more with job finding.

--I believe North Dakota has too many colleges. If they would consolidate and improve the two existing universities and upgrade their quality I would consider attending school here. Until then, I will attend out-of-state colleges.

--Limit number of colleges so to increase amount of money for each of the remaining colleges.

--Have the universities give financial aid statements sooner, combine smaller colleges into UND and NDSU so the state will have the resources for a few quality institutions instead of many mediocre ones.

--I think we have too many small colleges. I wish more money could be put toward financial aid at larger universities.

--Get rid of all the small universities.

--Based on the low population of North Dakota, I feel fewer colleges with a greater emphasis on technology will be needed in the future for the youth of today.

--I think that the number of state-supported colleges needs to be reduced, so the ones left will have more money to work with. Thus, the quality of education will improve.

--Not have quite so many but fewer, larger, and better equipped ones.

--Put more money into one college and build it up with more powers and cut down or close a few of the smaller schools.

--Lower the cost of tuition. Maybe get rid of some of the smaller colleges so that more could be spent on the main colleges and universities in the state.

--Have less colleges so that each college would get more money and there would still be enough institutions to serve North Dakota and the surrounding states.

--Stop the increasing rise of tuition. Phase-out some of the useless colleges and universities.

5. PROGRAMS

--Have a wider range of language programs.

--Establish a professional theatre.

--To attract more students more liberal arts emphasis is important and higher admission standards. For what they are, North Dakota schools are decent, but still second rate in most areas, therefore in general.

--Offer more varied programs at each school. For certain majors, people are limited to a choice of only one ND school.

--ND colleges should move more towards liberal arts education.

--I think the colleges and universities should reduce the number of duplications in program offerings throughout the state.

--North Dakota's state universities, like others around the country, are noted for their excellence in science. For a student to pursue the humanities of a higher caliber is a difficult task. They face a decision of going tens of thousands of dollars in debt by attending a noted liberal arts school or conforming with a second rate humanities curriculum like those found in North Dakota.

--The junior colleges of North Dakota, I feel, should offer more in the line of language classes. Also, to attract more state natives to in-state colleges, tuition and fees should be decreased even more for those in-state students.

--Put more money into computer programming courses.

--There needs to be more plentiful opportunities to study in a double major--integrated so you aren't in school for 7 or 8 years. More "engineering and math" or "business and liberal arts" programs need to be developed, because with the small job opportunities in North Dakota, you need a "backup" major. Altogether more majors--UND needs art history and Russian as majors.

--I wished the colleges would have more languages available and a better music department.

--NDSU was my third choice after St. Olaf and Concordia. North Dakota has great schools, but not good music schools. I want to be a music and science teacher.

--Offer more varied programs at all the universities. Computer engineering was only offered by NDSU and not UND. Teach the students the importance of bringing new businesses into the economy of North Dakota. They don't have to take their ideas elsewhere in order for them to work.

--More programs to do with space and more science programs like astrophysics.

--I think the colleges should concentrate on expanding certain departments, instead of all of North Dakota's colleges being so diversified. Each college should expand on a certain program or programs.

--They should not be so sports-oriented. College is a place where people go on to continue their education. Sports are activities, not education-oriented classes. Efforts should be made to improve the weak departments of each college, instead of sports. NDSU should have an orchestra.

--I'd like to see a small private college in North Dakota. Also, no college in North Dakota has a good strong program in the arts. It would be nice to see a religious affiliated school in North Dakota, also. Trinity Bible in Ellendale is the nearest college to my home (Hankinson) and I heard of it only recently.

--They could have some of the programs that other states offer. The only management career is business management, but there is a lot of interest in hotel restaurant management.

--Make more ROTC programs available.

--I would like to be a travel agent. I would like to see the universities have a degree in travel and tourism.

--More liberal arts.

--I naturally would like to see more money for grants and scholarships. Also, the state should have more colleges that have a four-year graduate course in electronic engineering. I know of only one - NDSU. I would have went to VCSU but they only offer the basics for the first two years. I also wish I could have talked to a representative of NDSU at my school in Marion. I am very pleased with my choice though.

--I think more specialized programs would give North Dakota more credibility and would draw students from other states. The UND program that deals with aviation and space is one example.

--Schools should focus equally or greater on the fine arts than on sports. Most sports are not lifetime, but any of the fine arts is. More kids (that I know) go to school on athletic scholarships than academic and I don't know any who have theatre or art scholarships.

--Put a bigger, more equipped university in Bismarck. (Besides BSC which is only a two-year college).

--I would like to see aeronautical engineering offered somewhere within the state. Otherwise, I think ND colleges and

universities are fine. Perhaps a full four-year program offering at Bismarck State College.

--I want to attend a private, preferably Lutheran, college. This is why I chose Concordia. If North Dakota had a Lutheran liberal arts college, I would not hesitate to attend it simply because it is in North Dakota. My college choice was also based on whether the college offered Russian (and other foreign languages).

--Offer greater variety of programs. Need to attract better quality of faculty.

--Liberal arts programs in state-supported schools need to be stronger.

6. RECRUIT/ADMISSIONS

--I think North Dakota should advertise its small schools more because financially they are better for students in their region and academically it is better to have the small freshman classes that only the small school can offer.

--Have college recruiters travel farther away from their colleges. In order to get a wider variety of students at their colleges. Have more scholarships based on academic success rather than athletic ability. Have more colleges participate in tri-college agreements. Get all the colleges and universities in North Dakota on the same system of either quarters or semesters so classes will transfer easier.

--I would have liked a college representative to come to my school so that I could have found out more information while I was considering schools.

--I would increase advertisement of schools to show they are as good as any schools in the country.

--Some schools, such as UND, give scholarships to incoming freshman based solely on high school grade point average. I don't think this is fair because no emphasis is put on the difficulty of courses taken, just the grades. Some very bright students are being cheated out of money because they chose to take advanced courses, which may have slightly lowered their G.P.A.

--Promote the atmosphere of North Dakota and use that type of advertising when recruiting out-of-state students. A larger, more diversified student body would create much of culture. Give some type of incentive to North Dakota mixing students who attend. I'm not a North Dakota native and the offer of a large scholarship convinced me to attend.

--The state university I was considering seemed very cold and impersonal when I went for a tour. Also, the admissions counselor and financial aid counselor I talked to seemed too interested in any athletic abilities I would be bringing to the school. I need a worthwhile education, not a physical workout.

--More personal contact -- need better recruiting programs.

--Colleges need to pursue students for application more intensely.

--Cut costs by cutting advertisements: college directories, catalogs, and brochures. They are a waste.

--More college days would be a definite help or representatives of the colleges coming to schools to recruit. These representatives should have current files of the students in that

school. (ex. I applied at NDSU and none of the representatives I talked to had any idea of where I stood in the admissions process). The left hand should know what the right hand has done.

--Have colleges talk to students sooner than junior or senior year to give them ideas about what is needed for college and to help them make decisions easier.

Appendix C

North Dakota
State Board of Higher Education
1988 High School Graduate Survey

1. What are your plans for the fall after you complete high school? (choose one)

   1. School or college (postsecondary education)
   2. Military service
   3. Work only
   4. Homemaking only
   5. Work (part-time) and school (full-time)
   6. Work (full-time) and school (full-time)
   7. Work (part-time) and school (part-time)
   8. Work (full-time) and school (part-time)
   9. Travel
   10. For health reasons, I do not plan to continue my education.
   11. Plans indefinite
   12. Other, please specify _____

IF YOU DO NOT PLAN TO ATTEND SCHOOL THIS FALL (EITHER FULL OR PART-TIME), SKIP TO QUESTION 13.

IF YOU PLAN TO ATTEND SCHOOL THIS FALL, PLEASE CONTINUE.

2. What school do you plan to attend? _____

3. From the list below, circle the number beside each reason that influenced your choice of the school you plan to attend.

   1. Institution is large
   2. Institution is small
   3. Cost of attending (tuition, etc.)
   4. Athletic program
   5. Offer of scholarship or other financial aid
   6. Reputation of faculty
   7. Social climate and activities offered by the school
   8. Because the school is close to my home town
   9. Because the school is not near my home town
   10. General reputation of the school (its prestige, etc.)
   11. Admission requirements
   12. Offers a particular program in which I am interested
   13. Wide variety of course offerings
   14. Opportunities for part-time work
   15. Suggestion of counselor or teacher
   16. Influence of college recruiter
   17. Campus appearance
   18. Religious affiliation of the school
   19. Facilities available (equipment, labs, recreational areas, etc.)
   20. My friends plan to go to this institution
   21. My planned program can be completed in a short time
   22. My parents want me to attend the school
   23. A close relative attended the school
   24. Extracurricular activities (e.g., debate, drama, music programs, etc.)
   25. Other reasons

4. Of the reasons listed in question 3, list the top three reasons which influenced your choice of the school you are planning to attend.

   First reason _____ (indicate by number)
   Second reason _____
   Third reason _____

5. Where would you prefer to live once you complete your education? (circle one)

   North Dakota Elsewhere

6. Given what you currently know about your plans for the future and about North Dakota, where do you think you will live once you complete your education? (circle one)

   North Dakota (Skip to question 8) Elsewhere (Continue)

43

OVER

7. If you do not think you will live in North Dakota after you complete your education, what is the main reason? (Circle the number in front of your choice)

   1. Job opportunities are limited in North Dakota.
   2. I want new experiences away from home.
   3. I want to live in a different climate.
   4. Other reasons, please specify _____

8. Circle the number in front of all of the sources below that you have actually used in making plans and decisions for after high school.

   1. Teachers
   2. Counselors
   3. Parents
   4. College representatives
   5. Future employers
   6. Friends
   7. College directories, catalogs, or brochures
   8. Visits to a college campus
   9. Aptitude or occupational interest tests
   10. Career development or planning class

9. Of the sources of information listed in question 8, that you actually used,

   which was most useful ____ (indicate by number)
   which was least useful ____

10. Will you receive an academic grant or scholarship (based on grades, test scores or academic achievement) this fall?

    YES NO (circle your answer)

    If yes, what is the amount of the scholarship? _____

IF YOU PLAN TO ATTEND ANY OF THE FOLLOWING:

Bismarck State College	North Dakota State University-Bottineau
Dickinson State University	University of North Dakota
Mayville State University	University of North Dakota-Lake Region
Minot State University	University of North Dakota-Williston
ND State College of Science	Valley City State University
North Dakota State University	

SKIP TO QUESTION 13.

IF YOU DO NOT PLAN TO ATTEND ONE OF THE STATE-SUPPORTED SCHOOLS LISTED ABOVE, PLEASE CONTINUE.

11. From the list below, circle the number beside each reason why you did not select a state-supported school in North Dakota.

    1. North Dakota schools do not have the program I want. Specify _____
    2. The cost of attending another school will be lower.
    3. I want to attend a religiously-affiliated college.
    4. I want to get away from home.
    5. The quality of education and prestige will be greater at the school I will attend.
    6. Other, please specify _____

12. Of the reasons listed in question 11, what was the main reason you did not chose a North Dakota school? ____ (please indicate by number)

13. Use the rest of this form to make any comments on changes you would make to improve North Dakota's colleges and universities.